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ABSTRACT

This pamphlet is designed to introduce high school students to a career in journalism and suggests college courses to consider in planning such a career. Contents include "When Students Ask for Career Guidance," "J-Schools in the Newsroom? Who's Going to Take the Time to Teach You?" "An Editor's View: What It Takes to Get a Newspaper Job," "How to Apply for a Media Job," "1973 Employment Report: Newspaper Work Attracts 1 of Every 3 Journalism Grads," "Code of Ethics," "College Courses to Consider," and "48,000 Enrolled in College Journalism Study." A list of books, pamphlets, and journalism organizations with further information on journalism careers is appended. (RB)

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a newspaper career and you

some answers to questions students ask the newspaper fund

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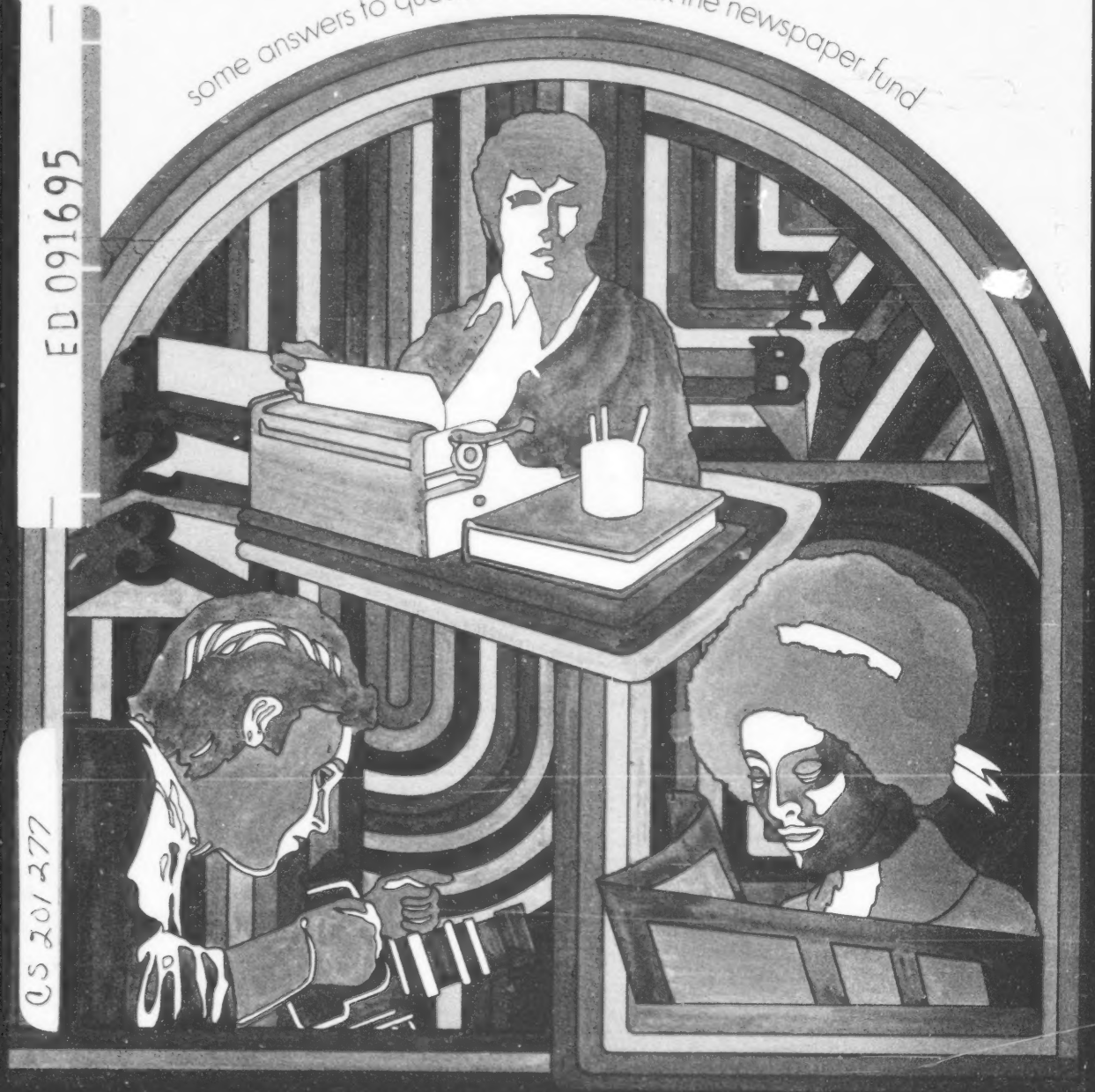

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when students ask

"Amidst baffling calculus problems and ever-failing chemistry experiments, I awoke one day to the realization that careers are supposed to be FUN. And if the fun fades through time, satisfaction, at least, should remain. No academic field has given me more enjoyment, challenges and rewards than journalism."

A young person expressed those feelings in a recent letter to the Newspaper Fund. He added, "Nothing is more important to me than choosing a life-work I will always enjoy."

A career which offers enjoyment, challenges and rewards is a career worthy of serious consideration. Journalism can be that career.

If you are in high school, or in college majoring in a subject other than journalism, you will likely have more serious questions about this field than others who are already well along in their career plans. We may not be able to provide answers to all your questions, but we may be able to help with a few.

The job of those of us who are questioned about careers in journalism is to provide some alternatives which the student can consider. Opportunities in journalism are so varied that even providing a few alternatives would not answer all of the questions today's media-conscious students ask, but some basic guidelines apply to most situations. A few worthy of consideration are these:

—When newspapers search for talent on college campuses, most go to schools and departments of journalism to conduct interviews. Usually they go to schools in their state or area, but a few recruit nationally.

—There are some very talented newspaper editors, publishers and reporters who do not have journalism school educations. They received their training from years of professional experience. But the number of news executives with journalism degrees increases each year.

—More than $2 million in scholarship aid is available for those students interested in journalism careers. Most is available directly through schools and departments of journalism, both at graduate and undergraduate levels.

for career guidance

—A Newspaper Fund survey of daily newspapers has found that 76.5 per cent of newsroom employes hired directly after college were journalism majors or minors.

—Research indicates that in a typical year 3,600 young people enter newspaper editorial department positions for the first time. About 2,800 of these young newspeople are from journalism departments or schools, about 500 have other liberal arts degrees and about 300 come directly from junior colleges, high schools or from dropping out of college. These conservative figures exclude newsroom employes hired from other newspapers, media or occupations.

When a student asks where he or she should go to college in order to receive the best training to become a newsperson, one could ask how much money he can afford to spend on his education and how much time he is willing to wait before entering full-time media work.

It would also be appropriate to ask just how far the student expects to advance in his journalism career. Is his goal to be a general assignment reporter? Does he want to publish his own newspaper some day? Personnel experts have a term for what we are looking for here. It is called "self actualization."

Answers to these questions will indicate whether to guide a student into an undergraduate school of journalism with liberal arts instruction, or whether to advise the student to seek another liberal arts major and then possibly plan journalism graduate study.

When bright, potential journalists ask how to approach a career in journalism, it must be made clear that there is no single, sure-fire approach. There are several alternatives, all of which must be based on individual needs, desires and resources. All must be carefully examined in order for a student to choose the ideal road to his or her career in journalism.

The Newspaper Fund has prepared this booklet to stimulate your thinking about the profession of journalism.

j-schools in the newsroom? who's going

M. L. Stein is professor and chairman of the Department of Journalism, Washington Square College of Arts and Sciences, New York University.

It's not easy these days for a journalism educator to tell high school students about preparing for newspaper work. He not only has to explain what journalism education is all about but often he must rebut the previous speaker who has advised the youngsters to stay away from journalism schools and take a "liberal arts" degree instead.

Who was the previous speaker, an English professor, the school librarian? Perhaps, but he is more likely to be a local editor or reporter whose words carry great weight with news-minded teen-agers. I have followed this act at numerous high school gatherings and career conferences. So have other journalism teachers.

The format goes something like this: I outline college level journalism training and then invite questions. A hand pops up and a student says: "But Prof. Stein, Mr. Smith of the Gazette told us last week we don't have to major in journalism, that we should get a broad, liberal education instead. He said we could learn newspaper work on the job."

Some newspaper spokesmen, according to the students, have gone even further by asserting that journalism courses would actually be harmful to their development as writers and reporters.

Now here is an interesting situation. While journalism schools and departments are spending millions of dollars to prepare young people for professional careers, certain newspapermen (and some women) take it upon themselves to undercut these efforts. To my knowledge, professional engineers, lawyers and businessmen do not travel about the country counseling students to shun their professional schools. On the contrary, they support these institutions and recommend them to persons seeking careers in these fields.

"You can learn newspaper work on the job." This phrase probably sounds great to the high school hopefuls in journalism. It has a kind of "Front Page" glamor and excitement. But who will teach it? This is what I ask the students to think about.

"Did Mr. Smith," I wonder aloud, "tell you that he or some of his colleagues will train you if you're hired? Did he say that he will take time from his duties to tell you the ABC's of gathering and writing news, of headline writing? Did he offer to conduct seminars for you in the legal aspects of journalism, ethics and some of the finer points of public affairs reporting? Did he, in short, promise to furnish enough information so you won't be fired during your probationary period?

I have yet to get an affirmative answer to these questions. Therein lies the whole myth of the "hard knocks" school of journalism so favored by Smith and other believers.

If they do nothing else, journalism schools prepare graduates to carry out assignments without the need of handholding and nursing by the city desk. These young men and women can cover and write a story and do the other things required to meet

to take the time to teach you? by M.L. Stein

deadlines.

I have met a number of newsmen and women who could have profited from a journalism education. They were skilled typewriter mechanics but had little understanding or appreciation of the nuances of their work and were almost totally lacking in idealism about it.

A journalism education does much more. The major comes away with a knowledge of the history and tradition of his profession. He learns something about the news media's problems, its relationship to society and government, its function in a democracy. He is informed about the communication process and is presented with an ethical basis for his actions. Above all, he is made aware of his responsibilities as a journalist. I believe firmly that if journalism is ever to become truly a profession, it will be accomplished largely through the influence of journalism schools.

But what about Smith's advice to forget about journalism courses and concentrate on liberal arts instead? This statement, more than any other, reveals how little Smith and others know about the journalism degree. The 62 accredited schools and departments of journalism permit majors to take only 25 per cent of their work in journalism. The bulk of their college work is in the liberal arts – natural and social sciences, English, history, foreign language, political science, etc. A number of unaccredited schools insist on the same ratio. Then, too, many journalism courses are themselves in the liberal arts category, as pointed out earlier.

Stewart R. Macdonald, executive director of the American Newspaper Publishers Association Foundation and an advocate of journalism education, said:

"We should not oppose journalism education. If properly taught, journalism students are getting a liberal education. To speak against it is nonsense. Newspapermen who do so have not thought deeply about the subject and are spreading confusion about it. Do they want the youngsters not to have the skills, not to understand their profession?"

I hope I haven't given the impression that all professionals knock journalism education. Many editors, including journalism and nonjournalism graduates, publicly approve it and give preference to "J" graduates in hiring.

"By and large, the great majority of editors prefer a good journalism graduate," James P. Brown, editor of the Saginaw (Mich.) *News,* told a group of journalism educators. "You can't learn journalism in three months' 'practical experience' on a newspaper."

But I'm also aware that city rooms are sprinkled with fine reporters and editors who never took a journalism class in college.

No one at this typewriter is suggesting that journalism school critics cease this activity. Journalism schools can benefit from evaluation by competent practitioners in the news media and many of us welcome it. I simply ask the critics to realize that we are in business for their benefit and to find out what we are doing before pronouncing their judgments.

what it takes to get a newspaper job

an editor's view:

Elwood M. Wardlow, managing editor of the Buffalo (N.Y.) EVENING NEWS, has distributed to fellow news executives his thoughts about journalism education and the hiring of reporters and editors by his newspaper. Mr. Wardlow's thoughts are similar to those many other editors have expressed in seminars and conferences on journalism education and employment.

The following is Mr. Wardlow's answer to a question from a college senior who was preparing a report for her school. The question was: "What are the most important qualities that you look for when hiring a new reporter?"

Mr. Wardlow's reply was:

"We put a plus value on journalism school. We put a very high value on experience (a person after two or three years in the field has not only accumulated substantial professional technique, but a much greater awareness of how the world is structured and how people live their lives; he also, of course, has greater maturity). Clippings mean little to us; we look at them to get an idea of how well a person organizes his material and how crisply he writes, but that gives us little idea of the conditions under which the story was written or how much editing it was given; when we want to determine how well a person writes, we sit him down and give him our own tests under controlled conditions. We also do quite a bit of reference checking (we go well beyond trying to find out whether he is a good guy or a bad guy—we also like to get a feeling of how we can best utilize his talents, and in what types of things he would be most compatible and happy). We do extensive interviewing. And frequently we give a general examination that is helpful in determining who has the most proficiency or promise.

We look for these qualities in adding editors and writers to our staff:

Intelligence. Smart people almost invariably do the best job, if they have a good mix of other desirable characteristics.

Curiosity. People who do not have a questing mind (or "a nose for news") need not apply. Most good newspeople read, listen, observe, argue and absorb during every waking moment. They know a lot, and want to know more.

Effectiveness. The capacity to envision and effectuate easily and well. We need people who can get at things, and get them done."

6/7

how to apply for a media job

Resumé and cover letter: A clear, simple and brief approach is advised. Media executives prefer one or two pages of resumé at most, and some prefer to see resumés only at the time of interview. Personal data should be followed by short descriptions of past media working experience, educational preparation, at least three references and a word or two about your professional ambitions ... immediate and future.

It is important to realize that your letter and resumé will be one of many your prospective employer has received. Try to make them neat, distinctive and easy to read.

The resumé should be accompanied by a cover letter that: a) is typed individually (NO form letters!) and directed to a correct name, not a "sir;" b) is no more than one page; c) conveys a positive attitude about yourself and your ability to do the job; d) offers a notebook of clippings or portfolio that could be brought to a subsequent interview; and e) offers information on your availability for an interview.

Providing you have not heard within two or three weeks from a medium to which you have applied, a call or follow-up letter would be in order to be certain your resumé has been received.

Where should you apply? Anywhere and everywhere! Job hunting is no time to be shy. Judging from your personal needs and desires, resumés should be sent to as many media as you think wise. Names of news executives and addresses may be found in these sources: **Newspapers**—*Editor & Publisher Yearbook, Editor & Publisher* magazine, *Publisher's Auxiliary, Ayer's Directory* and state press associations; **Radio and Television**—*Broadcasting Yearbook, Broadcasting* magazine; **Magazines**—*Writer's Market, Writer's Handbook;* **Other Sources**—daily newspaper ads, city telephone and business directories and college placement offices.

The interview: First, RELAX. The news executive wants to learn about you, so be prepared to tell him. Standard rules of interviewing apply—be alert, courteous and speak to the interviewer, looking him or her in the eye. Consult a pamphlet on tips for interviewing. Also, be familiar with the news medium where you are interviewing. Read the particular newspaper or magazine; watch or listen to the broadcast station. Be able to discuss the product if the situation arises. The interview is an ideal time to show your clippings or portfolio. Include neatly arranged bylined articles and items which reflect the range of your past work experience.

Be aware of the approximate pay scale at that medium BEFORE the interview so any wage discussion can be simplified.

(courtesy Dow Jones & Co., Inc.)

Remember, when news executives interview young people they often measure applicants in terms of their **own** strengths and weaknesses when they first entered the profession.

After the interview: A reasonable time, about two or three weeks, should be allowed following the interview for the news executive to respond. If no word is received, a call to inquire about your status is advisable.

If you are invited for a second meeting, be prepared to take an intelligence or written test or both. Many editors prefer an applicant take a standardized writing test under deadlines. If there are no positions open at that time, make it plain that you will be interested should positions become available in the future. Keep in touch with prospective employers. Your call or letter may come at just the right time. Frequently, luck does play a role in finding a job.

1973 employment report: newspaper work

Nearly one of every three graduates from schools and departments of journalism in 1973 went to work for a newspaper. Three of four newsroom employes hired directly from college had a journalism major or minor.

Daily and weekly newspaper work attracted 32 per cent of the 1973 graduating class. More than 25 per cent were hired by daily newspapers; 6.4 per cent were hired by weekly newspapers.

More than 66 per cent of those graduates responding to a Newspaper Fund survey of college journalism departments entered some type of media work, an increase of 4 per cent from 1972.

Public relations attracted 12.6 per cent of the graduates, the second largest percentage.

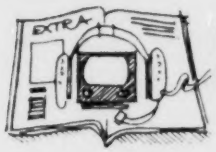
A total of 238, or 5.9 per cent, of the graduates reported to the Fund were minority students. Bachelor's degrees in journalism were awarded to 179 minority students; 59 received graduate degrees.

More than 9 per cent chose to continue their education in graduate school, a slight rise from 1972.

The Newspaper Fund survey accounted for 4,032 journalism graduates or 37.4 per cent of the total. Research by Prof. Paul Peterson of Ohio State University documents 10,793 graduates from schools and departments of journalism in 1973. (See a review of Dr. Peterson's findings on p.16 of this booklet.) A complete report of Dr. Peterson's

how the media shared the grads. . .

2,663 (66.1%)
Into Media Jobs



This study accounts for 4,032 Journalism graduates. There were 10,793 Journalism degrees awarded in 1973.

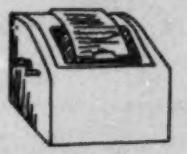
1,033 (25.6%)
To Daily Newspapers

Salary range of 1973 grads working for daily newspapers

10.5% = less than $120 per week (less than $6,240 per year)
65.1% = from $121 to $150 per week (up to $7,800 per year)
15.3% = $151 to $170 per week (up to $8,840 per year)
9.1% = more than $170 per week (more than $8,840 per year)
Median salary ranges from $131-$140 (up to $7,280 per year)

256 (6.4%)
To Weekly Newspapers

44 (1.1%)
To Wire Services



To

506 (12.6%)
To Public Relations

270 (6.7%)
To Advertising

attracts 1 of every 3 journalism grads

research appears in the January issue of the *Journalism Educator* (See listing on p.20.)

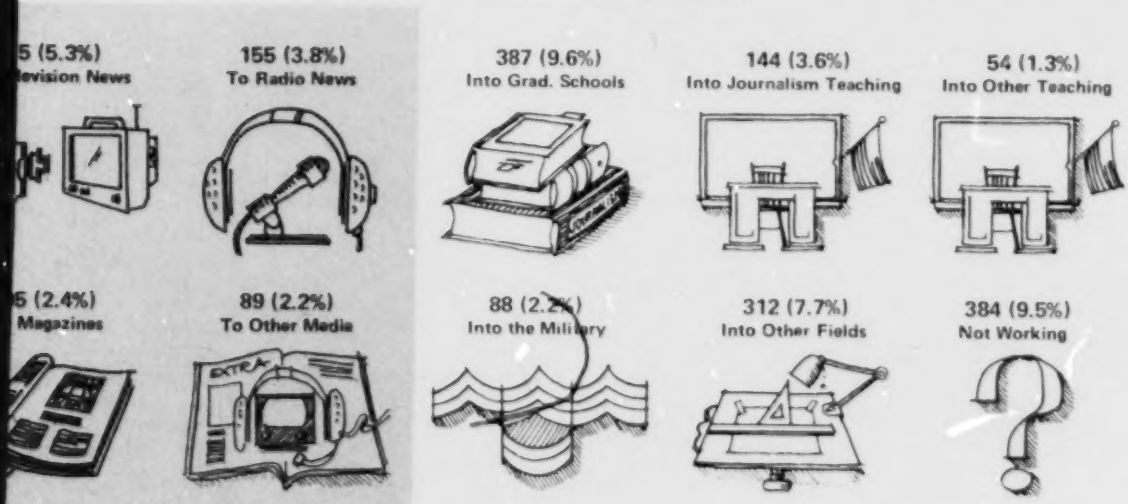
A Newspaper Fund study of daily newspapers also indicates that of all those hired directly from school in 1973, 76.5 per cent had a college degree with a journalism major or minor. Those with degrees in areas other than journalism comprised 14 per cent of people hired. About 9 per cent hired had only a high school diploma or had attended, but not been graduated from college.

Nearly 70 per cent of those hired by dailies directly from college had starting salaries of between $121-$150 per week. About 24 per cent earned $151 or more at their first daily newspaper job. The median salary range was $131-$140 per week.

The information on these pages is based on responses to two surveys conducted by the Fund in late 1973 and early 1974. The first survey asked the nation's college journalism directors where their 1973 graduates found work. The 4,032 total graduates from 117 schools which responded compared with the 10,793 graduates from 152 schools in the Peterson research. Since there are 223 known journalism departments at U.S. colleges, the statistics on these pages should be considered minimums.

The second survey asked newspaper and broadcast executives where they found new employes during 1973, and how much they paid people starting work directly after college graduation. A summary of the two surveys appears below.

. . . where the others went



code of ethics

or

Canons of Journalism

AMERICAN SOCIETY
OF NEWSPAPER EDITORS

The primary function of newspapers is to communicate to the human race what its members do, feel and think. Journalism, therefore, demands of its practitioners the widest range of intelligence, or knowledge, and of experience, as well as natural and trained powers of observation and reasoning. To its opportunities as a chronicle are indissolubly linked its obligations as teacher and interpreter.

To the end of finding some means of codifying sound practice and just aspirations of American journalism, these canons are set forth:

I.

Responsibility—The right of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains serves to determine its sense of responsibility, which it shares with every member of its staff. A journalist who uses his power for any selfish or otherwise unworthy purpose is faithless to a high trust.

II.

Freedom of the Press—Freedom of the press is to be guarded as a vital right of mankind. It is the unquestionable right to discuss whatever is not explicitly forbidden by law, including the wisdom of any restrictive statute.

III.

Independence—Freedom from all obligations except that of fidelity to the public interest is vital.

1. Promotion of any private interest contrary to the general welfare, for whatever reason, is not compatible with honest journalism. So-called news communications from private sources should not be published without public notice of their source or else substantiation of their claims to value as news, both in form and substance.

2. Partisanship, in editorial comment which knowingly departs from the truth, does violence to the best spirit of American journalism; in the news columns it is subversive of a fundamental principle of the profession.

IV.

Sincerity, Truthfulness, Accuracy—Good faith with the reader is the foundation of all journalism worthy of the name.

1. By every consideration of good faith a newspaper is constrained to be truthful. It is not to be excused for lack of thoroughness or accuracy within its control, or failure to obtain command of these essential qualities.

2. Headlines should be fully warranted by the contents of the articles which they surmount.

V.

Impartiality—Sound practice makes clear distinction between news reports and expressions of opinion. News reports should be free from opinion or bias of any kind.

1. This rule does not apply to so-called special articles unmistakably devoted to advocacy or characterized by a signature authorizing the writer's own conclusions and interpretation.

VI.

Fair Play—A newspaper should not publish unofficial charges affecting reputation or moral character without opportunity given to the accused to be heard; right practice demands the giving of such opportunity in all cases of serious accusation outside judicial proceedings.

1. A newspaper should not invade private rights or feeling without sure warrant of public right as distinguished from public curiosity.

2. It is the privilege, as it is the duty, of a newspaper to make prompt and complete correction of its own serious mistakes of fact or opinion, whatever their origin.

Decency—A newspaper cannot escape conviction of insincerity if while professing high moral purpose it supplies incentives to base conduct, such as are to be found in details of crime and vice, publication of which is not demonstrably for the general good. Lacking authority to enforce its canons the journalism here represented can but express the hope that deliberate pandering to vicious instincts will encounter effective public disapproval or yield to the influence of a preponderant professional condemnation.

college courses to consider

If you are considering journalism as a possible career, it is important to remember you will be entering what is likely the purest liberal arts field. A working newsperson in America must have a broad knowledge of many subjects spanning the arts and sciences.

Most college students will have taken 40 to 50 separate courses before they are graduated. Most will have had a heavy concentration of courses in at least two academic areas–their major and minor fields. The balance of course work (approximately three-fourths of all courses) will be taken in assorted arts and science areas.

Students majoring in journalism or communications will find about three or four required courses–introductory mass media, reporting, editing and possibly photography. Remaining courses in other areas are tailored for those interested in journalism careers.

Many college educators feel a journalism education is a better approach to a liberal education than is available at many traditional liberal arts colleges. Journalism is referred to by some as "the last stand of a liberal education," because it ties all the liberal arts fields together.

If you choose a non-journalism major and plan a journalism career, you should make every attempt to relate your liberal arts courses to journalism. Research projects, term papers and special readings in history, literature and other areas can focus on journalism if you can arrange this with professors. Independent and summer study programs can be geared toward communications study.

Some colleges are allowing students to develop "interdisciplinary" fields of study involving a combination of courses. It may be possible for you to arrange a journalistic studies program not included in standard college curricula, but comprised of courses which would prepare you for a journalism career.

The course list below can easily be found in a college offering a journalism major. Since it will be difficult to find journalism courses outside a department or school of journalism, other liberal arts majors, with some effort, can achieve many of the same objectives through general history, literature, grammar, science and business courses. The following course comparison illustrates how a number of journalism and other liberal arts courses are interrelated.

(courtesy Temple University)

American history; History of journalism: These courses are parallel because journalism history is American history. If you cannot formally study journalism history, it is recommended you do extensive reading in the area.

American literature; Literature of journalism: Most great American authors are also journalists.

Composition; Creative writing; Newswriting and editing: The objective is to get professional guidance in writing and handling the language. Regular practice in these communication skills is most important.

English grammar, structural linguistics; Grammar for journalists: Writing requires a working knowledge of the effective and correct use of language.

Philosophy; Press law and ethics: Students obtain a background in how man thinks, and how thought and justice work in society.

Political science; Public affairs reporting: Both deal directly with the political process and involve knowledge of government operations.

Psychology; Sociology; Mass media in society: These courses relate immediately to people — how they interrelate with other people and to society in general.

Business administration; Newspaper economics and management: These courses provide a background not only for those who may someday be in responsible newspaper positions, but they provide students with some basics they need to operate effective and profitable student newspapers while in college.

Scientific methodology; Library science; Logic; Computer science: Journalism research: These courses are designed to help students organize their thoughts and work habits.

48,000 enrolled in college journalism study

College journalism enrollments have passed the 48,000 mark, and have continued to grow at an unprecedented rate.

Reports from 152 schools and departments of journalism show the fall, 1973 total of 48,327 students majoring or minoring in journalism was an 11.6 per cent increase from 1972. Total college enrollments grew only 3.9 per cent in the same period, according to the United States Office of Education.

The 1973 journalism enrollment total exceeds that of 1972 by 6,636. For the first time since such reports have been made, one university has exceeded the 2,000-major mark. The University of Texas, Austin, reported 2,009 majors.

Enrollments in the past 10 years have gone from 14,624 to 48,327, Dr. Paul Peterson of the Ohio State University School of Journalism reported in his research in the winter issue of *Journalism Educator.*

"As in previous years," Peterson said, "there is undoubtedly a significant number of students majoring in journalism who have not been reported. Persons oriented toward the mass media, but not attending schools or departments of journalism are not counted."

In addition, only 158 of the 223 journalism departments responded to the 1973 survey. Had all units reported, the totals would have been higher, Peterson indicated.

"The best measure of the number of journalism-educated personnel available for positions in the mass media is the number of actual graduates," Peterson said. "A total of 10,793 bachelor's, master's and doctorate's degrees were awarded from 1972-73, an increase of 1,602 over the 1971-72 total."

Following Texas at Austin in enrollment were: 2) Syracuse University, 1,456; 3) Boston University, 1,276; 4) University of Missouri, Columbia, 1,100; 5) University of Georgia, 1,058; and the University of Florida, 1,055. Only two schools had 1,000 or more students enrolled in 1972.

Graduate enrollment also continued to rise. A total of 4,504 in 1973 was an increase of 552 from 1972. The five largest graduate student totals were: 1) Boston, 280; 2) Missouri, 271; 3) Syracuse, 238; 4) University of Minnesota, 192; and 5) Texas at Austin, 189.

for further information . . .

. . . on journalism careers

(Ed. Note: Most of the books listed below can be found in college and public libraries in the journalism section.)

BOOKS

"Career Books for Journalism Students." Series of books on various journalism careers including:
"Your Future in Journalism," Arville Schaleben. $3.99;
"Your Future in Advertising," Jules B. Singer. $3.99; and
"Your Future in Photography," Victor Keppler. $3.99.
Published by Richards Rosen Press, Inc., 29 East 21st St., New York, N. Y. 10010.

"Careers and Opportunities in Journalism," Ira and Beatrice Freeman, E.P. Dutton & Co., 201 Park Ave., South, New York, N. Y. 10003. $4.95.

"Do You Belong in Journalism?," edited by Henry Gemmill and Bernard Kilgore. Appleton-Century-Crofts, 440 Park Ave., South, New York, N. Y. 10016. $3.

"Journalists," Herbert Brucker. The MacMillan Company, 866 Third Ave., New York, N.Y. 10022. $4.95.

"So You Want to Go into Journalism," Leonard Eames Ryan and Bernard Ryan Jr. Harper & Row, 49 East 33rd St., New York, N. Y. 10016. $4.43.

"Your Career in Journalism," M. L. Stein. Julian Messner, Inc., 1 West 39th St., New York, N.Y. 10018. $3.95.

BOOKLETS AND PAMPHLETS

"A Reporter Reports," Relman (Pat) Morin. American Council on Education for Journalism, University of Missouri, Columbia, Mo. 65201.

"Careers in Journalism—Newspapers." Quill & Scroll Society, University of Iowa, Iowa City, Iowa 52240. 50 cents. (Four other career publications on magazines and books, radio and television, public relations, and advertising are also available at 25 cents per booklet. Cost of all five booklets is $1.)

"Careers Unlimited." Women in Communications, Inc. For free copy, write Mary Utting, executive director, 8305-A Shoal Creek Blvd., Austin, Texas 78758.

"Help Wanted: More Minority Newsmen." Associated Press Managing Editors Personnel Committee. For free copy, contact Harold V. Lappin, managing editor, Saginaw News, 203 S. Washington Ave., Saginaw, Mich. 48605.

SRA Occupational Briefs: "Newspaper Editors," No. 69; "Magazine Editorial Workers," No. 245; "Reporters," No. 216; "Press Photographers," No. 264; "Public Relations Workers", No. 77. Science Research Associates, Inc., 259 East Erie St., Chicago, Ill. 60611. 66 cents each.

The Society of Professional Journalists, Sigma Delta Chi, offers issues of the November, 1972 Quill magazine which was completely devoted to a discussion of journalism careers. 50 cents for single issues; 40 cents per copy for 10 or more. Write: Society of Professional Journalists, 35 East Wacker Dr., Chicago, Ill. 60601.

"There is a Career Waiting for You with America's Community Press." National Newspaper Association, 491 National Press Building, Washington, D. C. 20004. Limited number available.

"Your Future in Daily Newspapers." American Newspaper Publishers Association Foundation, Box 17407, Dulles International Airport, Washington, D. C. 20041. No cost for individual copies.

JOURNALISM ORGANIZATIONS

American Council on Education for Journalism (ACEJ). National association for accreditation of college journalism sequences. Milton Gross, secretary-treasurer, School of Journalism, University of Missouri, Columbia, Mo. 65201.

American Newspaper Publishers Association (ANPA) Foundation. Stewart Macdonald, executive director, Box 17407, Dulles International Airport, Washington, D. C. 20041.

American Society of Newspaper Editors (ASNE). Gene Giancarlo, executive secretary, 1350 Sullivan Trail, Box 551, Easton, Pa. 18042.

Association for Education in Journalism (AEJ). Quintus Wilson, executive secretary, Department of Journalism, Northern Illinois University, DeKalb, Ill. 60115.

Journalism Education Association (JEA). Organization for high school journalism educators. Contact Prof. Elwood Karwand, executive secretary, Journalism Department, University of Wisconsin-Eau Claire, Wisc. 54701.

National Newspaper Association. Theodore A. Serrill, executive vice-president, National Press Building, 14th and F Streets, N.W., Washington, D. C. 20004.

Quill & Scroll Society. National organization for high school journalists. Richard P. Johns, executive secretary, University of Iowa, Iowa City, Iowa 52240.

Society of Professional Journalists, Sigma Delta Chi (SDX). Russell E. Hurst, executive officer, 35 East Wacker Dr., Chicago, Ill. 60601 (Also, see "booklets and pamphlets" in career information section).

Women in Communications, Inc. National professional organization of women in communications. Mary Utting, executive director, 8305-A Shoal Creek Blvd., Austin, Tex. 78758 (formerly Theta Sigma Phi).

. . . on journalism schools and financial aid

BOOKLETS AND LISTS

"Accredited Programs in Journalism." Listing of colleges and universities with journalism programs accredited by ACEJ with explanation of the purposes of accreditation. Published by the American Council on Education for Journalism, School of Journalism, University of Missouri, Columbia, Mo. 65201.

"Journalism Educator," published by the Association for Education in Journalism. Directory issue contains complete listing of journalism departments and schools, including addresses, names of faculty, and sequences offered. $3. Send requests to Journalism Educator, School of Journalism, University of Minnesota, Minneapolis, Minn. 55455. Make checks payable to Journalism Educator.

"Journalism Scholarship Guide." Listing of more than $2 million in financial aid to college students majoring or minoring in journalism or communications. Published by the Newspaper Fund, P. O. Box 300, Princeton, N. J. 08540. No cost for individual copies.

. . . on other journalism readings

BOOK LISTS

"Bibliography of Selected Journalism Periodicals." Published by the National Council of College Publications Advisers. Listing of all periodicals relating to communications. Contact John A. Boyd, executive director, TMU-404 Indiana State University, Terre Haute, Ind. 47809.

"Paperbacks in Mass Communication: A Comprehensive Bibliography." $1. Contact School of Journalism, Southern Illinois University, Carbondale, Ill. 62901. Make checks payable to: Editors Workshop.

"The Journalism Bibliography," of the Journalism Education Association's Bookshelf Commission. A complete listing of current references in all areas of journalism and communications. Contact Sister M. Rita Jeanne, FSPA, treasurer, St. Rose Convent, 912 Market St., La Crosse, Wisc. 54601. One to 20 copies, $1 per copy; 20 or more, 75 cents per copy plus 25 cents per copy for postage and handling.

The Newspaper Fund, P.O. Box 300, Princeton, N.J. 08540